

Busy Bees Pre-school

Brompton on Swale C of E Primary School, Brompton Park, Brompton on Swale,
RICHMOND, North Yorkshire, DL10 7JW



Inspection date	22 September 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team and provider are very clear about their roles and responsibilities to support children's learning and development. Overall, they reflect thoughtfully and thoroughly on their provision and identify the necessary actions to secure improvements.
- Partnerships with parents are highly effective. Parents are fully involved in their child's learning from the start. Assessments are shared with parents regularly and their wishes are taken into account to complement the learning taking place at the pre-school. The views of parents and children are used to inform the pre-school's planning.
- The quality of teaching is good, and, on occasions, outstanding. The well qualified and experienced staff are enthusiastic and committed. They are motivated to improve teaching, for example, through implementing new systems for observing and sharing practice.
- All children make good progress from their starting points. They are happy, confident and active learners with a strong sense of fun and laughter in their play.
- Children's behaviour is exemplary. Staff have warm relationships with the children. They provide positive role models for the children. Well-established daily routines help to promote children's learning and a sense of belonging and security.

It is not yet outstanding because:

- The new systems in place and changes made to practice are not yet fully embedded or monitored to help secure and maintain the highest standards and outcomes for children.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- embed and review the changes made to practice and teaching that help ensure standards are raised even further and secure the best outcomes for children.

Inspection activities

- The inspector completed a tour of the premises.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector spoke to staff and children, at appropriate times, throughout the inspection.

Inspector

Cathryn Clarricoates

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Recruitment procedures are robust and help to ensure that staff are suitable to work with children. Staff demonstrate a good understanding of child protection. They know what to do if they have concerns about a child's welfare or development. Policies and procedures are implemented effectively and reviewed regularly to ensure they are updated. The setting is kept secure at all times. Staff ensure that children who have special educational needs or disability are fully included. Funding is targeted to meet children's needs and to help narrow gaps in achievement. All staff are keen to extend their skills and knowledge through accessing a range of professional development opportunities. For example, staff work very effectively in partnership with other professionals, including those at the host school. This helps meet all children's learning and developmental needs.

Quality of teaching, learning and assessment is good

Staff complete regular observations and accurately assess the progress children are making. Overall, they provide high-quality play experiences, teaching and resources indoors and outside, that excite and motivate children to learn. Children benefit from a wide range of stimulating activities which is planned to meet their needs and interests. For example, children delight in investigating which materials will float and sink in water. They enjoy exploring what they can see around them using a safety mirror. Children are supported to develop their communication and creative-thinking skills. There are many opportunities for them to share their thoughts and ideas. Staff skilfully engage children in conversation and help them understand when to talk and when to listen. They actively encourage learning at home and build on children's achievements elsewhere.

Personal development, behaviour and welfare are good

Staff work closely with parents, from the start, to meet children's care and learning needs. They take time to get to know children and their families and work flexibly to meet their changing needs. The friendly staff recognise and respond quickly when children need support, encouragement or comfort. They encourage children to talk about their families and share photographs of the people who are special to them. Children enjoy celebrating each others' festivals and special occasions. This helps them to develop self-confidence and self-awareness and to understand similarities and differences. Arrangements for supporting children in the move on to school are highly effective and planned to meet their individual needs. For example, staff invite teachers to visit the pre-school to talk to children about the things they will do at school. Children learn about healthy lifestyles. They benefit from regular exercise, good hygiene routines and healthy meals.

Outcomes for children are good

Children understand and follow appropriate rules and routines. They happily complete daily tasks, such as tidying away toys. This helps them to develop their self-confidence and independence skills. Children learn about simple mathematical concepts and develop their counting skills while having fun. They form strong friendships and are well prepared for school.

Setting details

Unique reference number	EY480723
Local authority	North Yorkshire
Inspection number	988287
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	14
Name of registered person	Busy Bees Pre-School
Registered person unique reference number	RP519392
Date of previous inspection	Not applicable
Telephone number	07866 241283

Busy Bees Pre-school was registered in 2014. The nursery employs four members of childcare staff. All of these hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time. Sessions are from 9am until 3pm, including lunch club. The pre-school provides funded early education for two-, three- and four-year-old children.

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